DOCUMENT RESUME

ED 329 979 CS 212 729

AUTHOR Ediger, Marlow
TITLE Organization of the Language Arts.
PUB DATE 91
NOTE 17p.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Class Organization; *Curriculum Design; *Curriculum Development; *Educational Objectives; Elementary Education; *Language Arts; Teacher Administrator Relationship; Teaching Methods
IDENTIFIERS Curriculum Management

ABSTRACT

Teachers, principals, and supervisors must become very knowledgeable and conversant about different approaches utilized in organizing the language arts curriculum. Thus, the separate subjects approach, the correlated approach, the fused curriculum, and the integrated curriculum represent diverse ways of organizing each of the curriculum areas in the elementary school. Each of these has advantages and disadvantages. A language-rich classroom, however, needs to be in evidence, regardless of the plan of organization utilized. A related question pertains to ways of grouping pupils for instructional purposes. Organized teachers are regarded more highly by students and appear to impart more information than disorganized instructors. Organizing instruction means being fully prepared. An outline of questions to be asked will always be a valuable aid. (SG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED329979

ORGANIZATION OF THE LANGUAGE ARTS

Teachers, principals, and supervisors must think of relevant ways to organize the language arts curriculum. One can perceive of different patterns of curriculum organization being represented on a continuum. Thus, the separate subjects curriculum would be represented by a point on a line toward one end of the continuum. Toward the other end of the continuum, a point on this same line would be represented by the integrated curriculum. Somewhat in between these two points on a line, the correlated and fused approaches in developing the language arts curriculum would be inherent.

A language-rich classroom needs to be in evidence, regardless of the plan of organization utilized. Thomkins and Hoskisson[1] list the following:

* Desks arranged in groups to facilitate cooperative learning
* Classroom libraries stocked with many different kinds of reading materials
* Posted messages about the current day
* Displays of student work and projects
* A chair designated as the author's chair
* Displayed signs, labels for items, and quotations
* Posted directions for activities or use of equipment
* Materials for recording language, including pencils, pens, paper, journals, books, typewriters, computers
* Special places for reading and writing activities
* Reference materials related to literature, social studies, and science units
* A listening center and other audiovisual materials
* A puppet stage or area for presenting plays and storytelling
* Charts on which students record information (e.g., attendance or writing group charts)
* World-related print (e.g., newspapers, maps, calenders)
* Reading and writing materials in primary students' play centers

CS212729

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marlow Ediger
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

The Separate Subjects Language Arts Curriculum

In the separate subjects language arts curriculum, the following basic principles would be emphasized in teaching-learning situations:

1. Reading, writing, listening, and speaking should be emphasized in teaching-learning situations as being separate facets of vocabulary development. Each of these vocabularies would be developed in isolation in the class setting to stress depth, not survey methods of teaching.
2. In learning activities involving writing, each of the language arts areas of grammar, handwriting, spelling, capitalization, punctuation, and content might be stressed as a separate subject in teaching-learning situations.
3. Reading instruction may be divided into the following categories: phonics instruction and other word recognition techniques, diverse comprehension of skills as well as oral reading. Purposes in reading may also be stressed separately from other curriculum areas in the elementary school. These purposes include to
    (a) acquire facts
    (b) gain a sequence of ideas
    (c) read to follow directions
    (d) read critically and creatively
    (e) acquire main ideas and generalizations
    (f) solve problems

There are several advantages in emphasizing the separate subjects of a language arts curriculum.

1. Pupils who experience difficulty at a particular time in a specific facet of the language arts, such as punctuation, may receive needed help and guidance.
2. Sequence resides within each separate area of the language arts.

Disadvantages in relying too heavily upon a separate subjects language arts curriculum may be the following:

1. Each facet of the language arts becomes too fragmented such as separating phonics instruction from the actual act of reading, or discussing criteria for effective oral communication of content without emphasizing these standards in ongoing learning experiences involving speaking in all curriculum areas.
2. There may be very little transfer of learning from one situation to another if, for example, pupils are taught skills pertaining to oral communication of content and yet do not use these skills in various kinds of speaking activities within different curriculum areas. Thus, the separate subjects

approach in organizing the language arts might not be a relevant trend unless the teacher dignoses a specific difficulty pupils may have, such as in critical reading, for example, and works in the direction of strengthening learner skills in each academic discipline.

The Correlated Curriculum

In the correlated curriculum, the teacher stresses the relationship of two or more areas of the language arts curriculum. Examples of the correlated language arts are the following:

1. the teacher stressing quality handwriting in the area of spelling.
2. improved proficiency in speaking emphasized in time devoted to oral reading.
3. punctuation stressed at the time that experience charts are developed by students.
4. proper capitalization emphasized as being important while learners are writing business or friendly letters.

Advantages given for the correlated language arts curriculum are the following:

1. Pupils perceive that content is related such as standards pertaining to speaking and to oral reading.
2. Learners have opportunities to transfer learning from one facet of the language arts to a different content.
3. Fewer separate learnings are acquired by students in the correlated language arts curriculum as compared to the separate subjects approach.

Disadvantages of the correlated language arts curriculum may be the following:

1. It does not relate enough of the different language arts areas.
2. There are times when a separate subjects approach needs emphasizing such as in the correct spelling of a word within a selected context.

The Fused Curriculum

The fused language arts curriculum relates its components into a broader whole as compared to the correlated approach. Thus, in developing an experience chart by pupils with teacher leadership in a

reading readiness program, the following language arts skills will be emphasized:

1. speaking by involved learners.
2. perceiving content being written on the chalkboard by the teacher.
3. seeing the teacher write punctuation marks in sentences containing experiences given by pupils.
4. listening to the content presented by learners in the class setting.
5. reading the completed content by involved learners.

Thus, the listening, speaking, reading, and writing vocabularies are brought in and developed in the above language arts learning activity involving the fused curriculum.

Advantages in utilizing the fused curriculum in the language arts involve the following:

1. Pupils perceive diverse facets of the language arts to be interrelated and increased holism is in evidence.
2. Learning becomes more meaningful to pupils as facets of the language arts are brought in as the need arises.
3. Artificial barriers pertaining to separate diverse facets of the language arts are no longer in evidence.
4. Less drill is in evidence when the fused language arts curriculum is used as compared to the separate subjects approach. Skills are brought in as needed.
5. Learnings appear to become more realistic when content is taught as being related as compared to isolating diverse facets of the language arts.

Disadvantages of the fused approach in devloping the language arts curriculum may pertain to the following:

1. A specific facet of the language arts curriculum such as capitalization may be overlooked when content is perceived as being related in terms of usage.
2. It may be more difficult to determine sequence in diverse facets of the language arts, such as sequence or order in the teaching of spelling, punctuation, capitalization, and usage.

Pertaining to scope and sequence in the langauge arts, Harp and Brewer[2] wrote:

> A scope and sequence decision that will profoundly alter the way you teach is whether you will integrate curriculum, by

BEST COPY AVAILABLE

which we mean combining instructional objectives from two or more curriculum areas into one lesson or one unit. We believe that teachers face an impossible task when they view each piece of the curriculum as a single building block and teaching as stacking those blocks one on top of the other. There are too many curriculum blocks to build a tower successfully. In making scope and sequence decisions you need to search for ways to integrate curriculum. Obviously, we believe that reading and writing should be taught together. Other possible combinations are music and reading, reading and art, social studies and writing and reading, and science and physical education.

The Intergrated Curriculum

The integrated curriculum in the language arts would go a step further as compared to the fused approach in having pupils perceive content as being related. Thus, the integrated language arts curriculum stresses the following:

1. Subject matter loses its boundaries and borders.
2. Understandings, skills, and attitudes in the language arts are developed as needed.
3. Diverse curriculum areas such as mathematics, social studies, science, health, physical education, art, and music are brought into the language arts as needed. Or, the language arts are brought in as needed into different curriculum areas.
4. The integrated curriculum may be called the functional curriculum since content may be utilized as needed in problem-solving situations.

Grouping Pupils For Instruction

There certainly is a close relationship between the methods used in grouping pupils for instruction and approaches used in organizing the curriculum e.g. separate subject, correlated, fused, or the integrated language arts. Teachers, principals, and supervisors must think of the best grouping approaches possible in guiding learners to achieve optimum development. Professional educators need to be highly knowledgeable pertaining to the philosophy behind each method utilized in grouping pupils for instruction. A specific plan or plans adopted in grouping

pupils for instruction should be based on sound criteria with which educators agree.

Open Space Education

Open space education was rather popular in the Unites States during the 1970's and early 80's. It has much to recommend itself. Basic generalizations pertaining to open space education would be the following:

1. Pupils in small groups work at learning centers in the class setting.
2. Learners may select which center to work at as well as select the tasks to proceed with from a selected learning center.
3. Pupils are to learn to respect each other at the different centers of learning.
4. Humaneness in the learning environment is stressed as being very important. Thus students select tasks, from among alternatives.
5. Pupils sequence and order their own achievement in selecting activities.
6. The teacher may structure the learning environment from which learners may choose ongoing experiences. Student-teacher planning of tasks and centers may also be in the offing.

The following are selected examples of learning centers in the language arts.

1. a reading center in which pupils individually may select a book to read of their own choosing.
2. a writing center where pupils may select a picture about which to write.
3. a speaking center containing suggested topics to speak on. A cassette recorder may give a learner feedback pertaining to achievement.
4. a listening center in which learners listen to selected tapes of their own choosing. A task card at this center may help learners assess their own achievement in listening. Thus answers to previously identified questions are on the task card.
5. A spelling center in which pupils may select a list of words to master in spelling and use these in functional writing situations.
6. a dramatization center wherein pupils look at possibilities listed on a task card for dramatizing and proceed with their choice.

7. other possible learning centers may include a phonics center, a poetry center, and a construction or art center relating to ongoing experiences in the language arts.

Nongraded Schools

All public schools in the United States should deemphasize grade levels in teaching-learning situations. For example, selected third graders read better than certain sixth graders. Or, a specific group of fourth grade pupils achieve at a higher level in spelling as compared to a selected set of sixth graders. Thus, grade levels in many cases may mean very little in terms of learner achievement. What is important is that new learnings are being achieved by pupils and success is inherent in learning. Also, each individual needs to achieve to his or her own unique optimal rate.

All puplic schools need to work in the direction of being ungraded. Each learner then would achieve relevant objectives in different facets of the language arts regardless of age level. Continuous progress should be in evidence for each learner.

Advantages of the nongraded school may be the following:

1. Grade levels are not considered when determining a child's present level of achievement. For example, a pupil is eleven years of age and and achieves his/her optimum by reading content written on what is normally the third or fourth grade level; the third of fourth grade materials then must be used in ongoing learning experiences.
2. Ideally, pupils individually should experience continuous progress in teaching-learning situations. Feelings of success on the part of individual learners are then an inherent part of ongoing learning activities.

Disadvantages may be the following:

1. parents and the lay public tend to think of grade levels and graded textbooks being used in the school setting regardless of present pupil achievement level. There are implications here for educating the lay public in terms of changing concepts pertaining to education.
2. Teachers must keep relevant records pertaining to each child's achievement. Thus, new learning experiences should not

BEST COPY AVAILABLE

duplicate nor be too far removed from previous learnings obtained by individuals. Keeping adequate records for each learner at each step along the way in achievement can add to the heavy work load of professional teachers.

3. Learners tend to think they need, for example, to study from sixth grade commercially prepared textbooks if they are in the sixth grade. Many learners feel this way even though these textbooks do not meet their personal needs. Thus, learner attititudes also need to be changed in terms of interacting with learning activities on diverse achievement levels.

Team Teaching and the Pupil

Team teaching has been a valuable asset in improving the public school curriculum. To be called a teaching team, the following criteria must be adhered to:

1. Two or more teachers must plan together the objectives, learning experiences, and assessment procedures for a given set of pupils.
2. Pupils are taught, generally, in large group sessions, committee work, and individual study.

Pertaining to large group instruction, Beach and Marshall 3 wrote:

> One of the advantages of using the large group is that students can share an even wider range of perspectives than is the case with pairs or small groups. And teachers can demonstate or model certain response strategies or activities to all of the students at the same time.
>
> One disadvantage of the large group, however, ...is that students may become overly dependent on the teacher for guidance. Teachers can shift the spotlight away fron themselves by serving as a facilitator who encourages students to respond to each other's ideas, or they can ask students to assume the role of "being the teacher" by posing questions and responding to other student's contributions.
>
> For any of these options, students need to experience a sense of community. In a viable community, members believe that they have something to contribute to the good of the larger whole. By knowing that they are collaborating with each other to better understand texts, students begin to assume that they are each making a contribution that matters.

Advantages given for team teaching include the following:

1. More than one mind is involved in determining what to teach (goals of instruction), as well as the means used to have pupils achieve desired ends (learning experiences) and how learners are to be assessed (evaluation).

2. Teachers may learn from each other in a democratic planning session; inservice education is then in evidence.
3. Selected teachers may do better in teaching when other professionals on the team assist in planning for instruction a well as help in evaluating teaching performance in the class setting.

Disadvantages of team teaching include the following:

1. There are teachers who would prefer not being members of a teaching team.
2. Selected teachers may feel uncomfortable teaching in the presence of other adults.
3. Planning sessions may be undemocratic and the thinking of one team member alone is then implemented in teaching-learning situations.

The Self-Contained Classroom

The self-contained classroom has much to offer in teaching-learning situations. Thus, a given teacher may teach a set of pupils in most of the curriculum areas, except perhaps music and art. The teacher in the self-containing classroom can

1. get to know each pupil well and use this data to do a better job of providing for individual differences.
2. help pupils perceive that diverse curriculum areas in the elementary school are related.
3. keep the amount of time devoted to teaching each curriculum area flexible, thus using time flexibility in providing for individual differences.

Disadvantages given for the self-contained classroom concept in teaching may be the following:

1. A specific teacher cannot teach all curriculum areas in the elementary school well. Thus, a teacher may not be interested in or have the skills to teach a specific curriculum area as compared to other areas.
2. Teachers need to specialize more in the teaching of a specific curriculum area. Thus, adequate course work in content and methods should be taken by a teacher on the college or university level to qualify for a teaching position in a specific curriculum area such as the language arts.

Departmentalized Teaching

On the intermediate grade levels, there are educators who are emphasizing more of departmentalization when grouping pupils for instruction. Thus, in a departmentalized setup the teacher may

1. become proficient in teaching one curriculum area only, such as the language arts.
2. obtain preservice training on the undergraduate level qualifying the future teacher to specialize in teaching a specific curriculum area only. This individual would take the necessary professional education sequence as well as have adequate background training in such areas as semantics, linguistics, literature, speech correction, language development, public speaking, and diagnosing and remediation of problem areas in the language arts.
3. make fewer preparations for each day of teaching, since the language arts only will be taught.

Disadvantages of the departmentalized plan in grouping pupils for instruction may be the following:

1. The teacher does not get to know each pupil well enough to do a good job of teaching. There are too many learners that are taught in a given school day.
2. Content pertaining to the language arts may become too isolated from other curriculum areas such as social studies, mathematics, health, and science. Pupils should have ample opportunities to notice that diverse curriculum areas may be perceived as being interrelated.
3. Time devoted to each curriculum area is rigid. Pupils, for example, may spend forty to fifty minutes on the intermediate grade level when language arts is taught. After this amount of time has elapsed, pupils must move to a different classsroom for learning activities pertaining to another curriculum area.

Homogeneous Grouping and the Language Arts

Selected teachers of language arts prefer homogeneous grouping of pupils as compared to heterogeneous grouping. Thus, learners in a classroom will be more uniform in language arts achievement in homogeous as compared to grouping heterogeneously. The following, among others, may be advantages of homogeneous grouping.

1. It may be easier to teach a given set of learners where the range of achievement is not as great as compared to other plans for grouping learners for instructional purposes.

2. Learners whose capability and/or achievement is not extremely different may not look down upon others as much with lesser capacities.
3. Pupils may be challenged more in learning where achievement is more uniform in the class setting as compared to heterogeneous grouping.
4. The class as a whole may be taught more frequently where increased uniformity of achievement is in evidence as compared to heterogeneous grouping.

Disadvantages pertaining to homogeneous grouping may be the following:

1. The class setting may be more democratic when mixed achievement levels are in evidence.
2. There still are marked differences in achievement of a given set of learners even if homogeneous grouping is being tried.
3. Pupils must become accustomed to being with others regardless of capacity and/or achievement levels. In society individuals tend to interact with others regardless of factors pertaining to language arts achievement. Individual differences do exist.
4. The teacher may teach learners as if they are uniform in achievement.

Heterogeneous Grouping and the Language Arts

Selected educators recommend that pupils be grouped heterogeneously. Thus, a greater range of achievement in the class setting will be true in the language arts as compared to using homogeneous grouping. Advantages given for heterogeous grouping may be the following:

1. Pupils can learn from each other regardless of capacity and /or achievement levels. These learnings may include getting along with others in an atmosphere of respect involving individuals who may be greatly different from others in many ways.
2. Teachers need to provide for individual differences regardless of methods used to group pupils for instruction.
3. Provision can be made for individual differences by mastery learning, individualized reading, programmed learning, and other innovations in individualized instruction regardless of the plan used in grouping pupils for instruction.

Disadvantages which may be listed for heterogeneous grouping include the following:

1. It may be difficult to teach the class as a whole at selected intervals due to an extreme range of pupil achievement in the class setting.
2. Gifted and talented pupils may not achieve to their optimum when slow learners take up much of the teacher's time in teaching-learning situations.
3. Fast learners may not appreciate the contributions of slow learners in the class setting.

Pertaining to individual differences and the teacher, Royer and Feldman[4] wrote:

> When looking at the relationship between student characteristics and instructional approaches, researchers commonly look at only a very small number of characteristics at a time. Keeping track of more than five characteristics in a given study, for example, would severely tax the abilities of most research teams. This means that research can identify positive relationships between student characteristics and instructional styles only when those relationships are simple and direct. More complicated relationships, involving several characteristics interacting with one another, are seldom the focus of formal experiments.
>
> Teachers, however, do not have this limitation. Most teachers interact with a relatively small number of students over a long period of time. They get to know those students very well. Moreover, observant teachers know a great deal about the individual characteristics of their students. This knowledge, when joined with a willingness to try out new instructional approaches, can greatly enhance a teacher's effectiveness. Instructional approaches can be selected to fit the needs of the individual student. As mentioned earlier, when this process of adapting instruction to the needs of the individual student is done well, it has the dual benefit of enhancing both learning and student attitudes.

Using the Community

The alternative school movement has much to offer. One type or kind of alternative school is the school without walls. Basically, all public schools have used the "schools without walls" concept in teaching-learning situations. Thus, purposeful excursions or field trips have become an important part of the curriculum. The use of field trips or excursions in teaching-learning situations may be represented on a continuum using a line. On this continuum, selected schools may

strongly believe in and implement the use of many excursions in the curriculum. Toward the other end of this continuum, a public school may not implement any field trips related to units of study during a given school year. Most of the learnings gained by pupils in a school without walls take place in the community. These would be purposeful learnings that are planned in a class setting. Content and skills obtained in the community may be assessed in the class setting. Listening, speaking, reading, and writing vocabularies can be emphasized thoroughly in the school without walls. Advantages given for schools without walls may be the following:

1. Realistic objectives are definitely in evidence with the use of excursions and field trips into the community.
2. Purpose is inherent if pupils with teacher guidance have planned excursions.
3. School is not separated from society in that realistic subject matter in the community can be obtained by pupils.
4. Students sequence their own content through teacher-pupil planning of objectives, learning experiences, and evaluation procedures.
5. Interest in learning should be high on the part of students since they are involved in planning the curriculum.
6. Students must be responsible individuals since their concerns are important in terms of what is to be studied.

Disadvantages inherent in using the community concept in teaching may be the following:

1. This method of taching may not harmonize with the learning styles of selected puils. This would be true of any approach in grouping pupils for instruction as well as methods used in taching.
2. Selected learners may not be adequately responsible enough to participate in planning the curriculum.
3. Pupils may lose out on the basics in each of the curriculum areas due to much time spent on excursions.

The Dual Progress Plan

The dual progress plan in grouping pupils for instruction has much to recommend itself. The following curriculum areas on the intermediate

grade levels could be taught as being related by one teacher-social studies, language arts, health, and physical education. Science, mathematics, music, art, and foreign languages would be taught using the departmentalized system in grouping pupils for instruction. Thus, intermediate grade pupils may experience both the self-contained concept as well as departmentalization in grouping practices.

Advantages for the dual progress plan in grouping pupils for instruction may be the following:

1. It is a more gradual way to introduce pupils to departmentalized teaching which is typical on the junior high school level. The change from the elementary to the junior high years may be abrupt if the self-contained room is emphasized from kindergarten through grade six and departmentalization is stressed in grades seven through twelve.
2. Teachers who like to teach a specific curriculum area such as science or mathematics may do so.
3. Pupils may experience teaching-learning situations from more teachers as compared to the self-contained classroom.

In Summary

Teachers, principals, and supervisors must become very knowledgeable and conversant about different approaches utilized in organizing the curriculum. Thus, the separate subjects approach, the correlated approach, the fused curriculum, and the integrated curriculum represent diverse ways of organizing each of the curriculum areas in the elementary school. There are advantages as well as disadvantages in using any one of these approaches in organizing the language arts.

Related to the problem of how each curriculum area should be organized in the elementary school is the qestion pertaining to ways of grouping pupils for instructional purposes. Thus, teacher, principals, and supervisors must assess each of the following approaches in grouping pupils for instruction before any single plan is adopted:

1. open space education and learning centers.
2. the nongraded school.
3. team teaching.
4. the self-contained classroom.
5. departmentalized grouping of learners.
6. homogeneous grouping.
7. heterogeneous grouping.
8. using the community.
9. the dual progress plan.

Pertaining to organizational factors, Lew and Kinzer[5] wrote:

> Organized teachers are regarded more highly by their students and also appear to impart more information than disorganized instructors (Nash, 1976; Brophy 1979; Good, 1979). A key factor in organization is being prepared. This means organizing lessons; preparing questions; prereading material; working through exercises and preparing answer sheets; arriving at school early enough to write exercises, notes, or other items on the blackboard; preparing bulletin boards, posters, learning centers, and practice exercises; ensuring there are enough materials for all students; and numerous other items that are part of an effective teacher's daily routine. Time will also be spent providing continous and (as much as possible) immediate feedback to students. This means promptly correcting homework, worksheets, student's writing, and other assignments. The organized teacher also uses parents as partners in the educational process, and keeps records allowing feedback to parents in the educational process, and keeps records allowing feedback to parents in the form of letters or notes, parent-teacher conferences, or similar forms of contact.
>
> Most generally, organizing instruction means being fully prepared. For example, prepare questions ahead of time because it is not easy to ask good, wide ranging comprehension questions "off the top of your head." With experience, fewer questions will have to be prepared, but an outline of questions to be asked will always be a valuable aid.

SELECTED REFERENCES

Tompkins, Gail E. and Hoskisson, Kenneth. Language Arts: Content and Teaching Strategies. New York: Macmillan Publishing Company. 1991. page 37.

Brewer, Jo Ann. and Harp, Bill. Reading and Writing: Teaching for the Connections. New York: Harcourt Brace Jovanovich, Publishers. 1991. page 98.

Beach, Richard W. and Marshall, James D. Teaching Literature in the Secondary School. New York: Harcourt Brace Jovanovich, Publishers. 1991. page 128.

Royer, James M. and Feldman, Robert S. Educational Psychology: Applications and Theory. New York: Alfred A. Knopf, Inc. 1984. page 97.

Leu, Donald J. and Kinzer, Charles K. Effective Reading Instruction in the Elementary Grades. Columbus: Merrill Publishing Compnay. 1987. pages 530-531.

Burns, Paul C., et al. The Language Arts in Childhood Education. Second Edition. Chicago: Rand McNally and Company, 1971.

Knight, Lester N. Language Arts for the Exceptional: The Gifted and Linguistically Different. Itasca, Illinois: F.E. Peacock Publishers, Inc. 1974.

Lamb, Pose. Guiding Children's Language Learning. Second Edition. Dubuque, Iowa: William C. Brown Company Publishers, 1971.

Petty, Walter T. (Ed.). Issues and Problems in the Elementary Language Arts. Boston: Allyn and Bacon, Inc., 1968.

Silberman, Melvin L., et. al. The Psychology of Open Teaching and Learning. Boston: Little, Brown and Company, 1972.

Smith, James A. Creative Teaching of the Language Arts in the Elementary School. Second Edition. Boston: Alyn and Bacon, Inc., 1973.

Stewig, John Warren. Exploring Language Arts in the Elementary Classroom. New York: Holt, Rhinehart, and Winston, 1983.